

HIGH POINT UNIVERSITY • NORCROSS GRADUATE SCHOOL

Education Course Descriptions

EDU 501 Advanced Educational Psychology (3)

An examination of contemporary educational psychology issues, which have elicited sharply divergent responses from scholars and practitioners. Candidates will be encouraged to review evidence to support opposing positions, evaluate implications, and to investigate the fallacies of their own reasoning with regard to theories of student development, cognition, learning, and behavior.

EDU 502 Curriculum Development (3)

Curriculum analysis, using the North Carolina Standard Course of Study as a guide. The processes, strategies, and techniques used to produce the state curriculum will be discussed. Methods appropriate for assessing individual learning needs in this performance-based curriculum will be presented and classroom practices for meeting these needs will be introduced and practiced.

EDU 503 Methods of Educational Research (3)

An examination of current research design methodologies, which are relevant to the field of education. Exploration of quantitative and qualitative approaches will be presented as candidates learn how to evaluate published research for relevance, credibility, and generalization. Data analysis using technology such as SPSS will be introduced. *Offered Fall only.*

EDU 504 Trends and Issues in Education (3)

Discussion of current trends and issues in education and the historical foundations, which have influenced them. Candidates will examine such issues as school violence, legal issues, parental support, technology, assessment and school funding. Candidates will do an in-depth study of a current issue and make a presentation to the class, which will be followed by class discussion and/or debate.

EDU 505 Advanced Instructional Technology for the 21st Century (3)

A core course that focuses on the integration of technology in the 21st Century classroom and addresses the NETS standards for teachers and administrators. Emphasis will be placed on Web 2.0 strategies including blogs, wikis, and podcasts as well as the creation of webquests, websites, and integrated presentations. The use of assistive technology in creating meaningful learning experiences for all Students will be explored.

EDU 510 Educational Leadership (3)

Study of the principles of organizational leadership, including trait and situational theory, emphasizing these principles through case studies and field vignettes.

EDU 511 Introduction to School Administration and the Principalship (3)

Study of the governance of public education including an overview of line authority, instructional leadership, school organization, and extracurricular activities. An introduction to the role of the principal or an instructional leader, personnel manager, and student advocate.

EDU 512 School Law and Ethics (3)

An introductory course in school law relating to the operation of public schools. Emphasis is placed on the constitutional and statutory rights of students and teachers, privacy issues, legal and ethic use of technology, intellectual property rights, the role of legislatures, recent court decisions resulting in school regulations, and methods of studying the law.

EDU 513 School Budgets, Finance, and Facilities (3)

An overview of the financial issues of a school is presented. Emphasis is on the development of a budget, sources of funding, policies involving use of school funds, auditing, and financial accountability. A comparative study of the school plant, design and maintenance of educational facilities, and related issues is included. *Offered Summer only.*

EDU 515 Supervision of Instruction (3)

An analysis of practices and problems related to instructional improvement and supervision. Special emphasis is placed on such topics as the principles of supervision, effective staff development, evaluation of instruction, teacher performance appraisal, curriculum reform, and the integration of technology. *Offered Spring only.*

EDU 528 Literature for Children and Adolescents (3)

Identify criteria for evaluating and selecting quality children's and young adult literature in the various narrative and information genres, including multicultural and international literature. Describe and develop theories of response to literature that integrate the language arts and technology. Critically examine the characteristics of successful literature programs. Research and evaluate the life, creative process and published works of an author or illustrator from a parallel (minority) culture in children's or young adult's literature. *Offered Fall only.*

EDU 529 Literacy Across the Curriculum (3)

Examine necessary conditions of content area literacy learning, assess text difficulty and match text to readers, plan and implement pre-reading, reading, and post-reading instructional strategies for fostering literacy. Assessment used to drive comprehension, vocabulary, and study skills instruction in middle and secondary content-area classes. *Offered Spring only.*

EDU 531 Multicultural Education in Diverse Society (3)

This course examines the diversity found in today's school community. Students will explore the multicultural nature of contemporary classrooms and will gain a better understanding of those learners' behavior in relation to the mores of a public school education. Through class seminars and in-school projects, participants will develop strategies and materials for helping diverse learners to be more successful in school. Ethnic groups represented in schools will be studied with a historical, political, and societal focus. Topics that will be addressed include language, disability, gender, ethnicity, race, and socioeconomic status.

EDU 532 Foundations of Reading Instruction (3)

An examination of the social, cognitive and linguistic foundations of literacy development. Students will have a critical reading of professional literature to articulate and support a philosophy of literacy development, which emphasizes the interrelatedness of the language arts for English proficient and potentially English proficient students. There will be demonstrations of varied instructional and management strategies to develop print rich classroom environments and to teach and support children's efficient use of the syntactic, semantic, graphophonemic and pragmatic cue systems and understanding of story. North Carolina Standard Course of Study, national standards in reading instruction. Research and field experience required. *Offered Fall only.*

EDU 534 Integrating Instruction in the Elementary School (3)

Examination of methods, processes, and procedures for planning and implementing integrated lessons and units into the elementary classroom. The North Carolina Standard Course of Study, the Internet, and other resources will be utilized by candidates for developing and implementing integrated units for use in their classrooms.

EDU 535 Diagnosis and Assessment in the Teaching of Reading (3)

Procedures to assess a reader's definition of reading, attitudes, interests, use of cue systems, reading strategies and understanding of text. Evaluation of data to select, apply and modify instructional strategies. Use of assessment strategies for ongoing, systematic evaluation, diagnosis and instruction. Recording summaries of assessment data on graphic profiles and in written reports to communicate with parents, students and other educators. To become a reflective practitioner using inquiry-based professional growth and improved instruction. Research, student analysis, field experience required. Strategies for NC End of Grade tests. *Prerequisite: EDU 532: Foundations of Reading Instruction. Offered Spring only.*

EDU 536 Foundations of Writing Instruction (3)

Examination of process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genre. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writer's workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context. Strategies for preparing for NC writing tests. Websites for supporting young writers and publishing their texts. Lesson/Unit planning. Research required. *Offered Fall only.*

EDU 540 Social Studies in Elementary Education (3)

Review of research relative to social studies education in grades K-6. Findings will be related to current classroom practice. The North Carolina Standard Course of Study in social studies will be reviewed and used for the development of materials for the classroom.

EDU 550 Science in the Elementary School (3)

Review of research relative to science education in grades K-6. Findings will be related to current classroom practices. The North Carolina Standard Course of Study in science will be reviewed and used for the development of materials for the classroom.

EDU 551 Advanced and Assistive Technology for Special Needs Populations (3)

Examination of a variety of low and high levels of assistive technology and augmentative communication devices. Building on this knowledge, participants will learn how to enhance instruction, assessment, accommodations, communications, and administrative duties. Collaboration with available community and school resources in conducting assistive technology assessment will be emphasized.

EDU 552 Mathematics in the Elementary School (3)

Review of research relative to math education in grades K-6. Findings will be related to current classroom practices. The North Carolina Standard Course of Study in math will be reviewed and used for the development of materials for the classroom.

EDU 553 Assessment and Instructional Planning for Students with Mental Disabilities (3)

An investigation of the formal and informal assessment strategies used in the diagnosis and instructional planning for individuals with mental disabilities. Emphasis is placed on designing assessment strategies that lead to the implementation of instructional plans within the school and community setting.

EDU 554 Curriculum Development for Students with Mental Disabilities (3)

Students will expand on their knowledge of the North Carolina Standard Course of Study and its extensions by developing skills in the areas of planning and lesson design. Emphasis will be placed on developing and using IEPs, ITPs, and IFSPs within the academic and functional curricula.

EDU 555 Occupational and Transition Programs for Secondary Students with Mental Disabilities (3)

Students will examine the strands and goals of the North Carolina Occupational Course of Study as well as all rules and regulations governing students preparing for and entering the workforce. Students will develop transition plans and discuss methods to involve the student, family, and future employers in meeting the four areas addressed in IDEA.

EDU 556 Instruction of Students with Mental Disabilities (3)

Students will expand on their knowledge of the structure of literacy (reading, writing, speaking, and listening) and numeracy (mathematical application) and apply that knowledge through demonstration of task analysis, implementation of strategies across the curriculum, and differentiation of instruction (including service learning, community-based instruction, direction instruction, and cooperative learning).

EDU 557 Legal and Ethical Issues in Special Education (3)

An in-depth examination of the historical perspectives of mental retardation including past and current research, theories, and issues related to causation. Relevant legislation will be addressed both historically and currently within the sociopolitical environment. Ethical issues will include self-advocacy, and collaboration among professionals, parents and community.

EDU 558 Multisensory Teaching of Reading to Students with Disabilities (3)

instruction in the teaching of reading to students with persistent reading problems. Based on the National Reading Panel report of empirical research on the best practices of teaching reading, this course will provide an in-depth study of multisensory strategies.

EDU 590 Internship and Seminar I (3)

Opportunities for practical applications of administrative techniques in a setting related to the candidate's professional aspirations. The internship is under the supervision of a High Point University faculty member with the program and a licensed public school administrator. A minimum of 150 hours of fieldwork is required. To receive credit for enrollment in EDU 590, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 590a until all requirements are met. *Prerequisites: Departmental approval prior to enrollment and completion of at least 12 graduate hours. Additional Required Fee: \$100.*

EDU 590a Internship and Seminar I Continuation (0)

Required fee course registration for a student who needs additional time to complete EDU 590.

EDU 591 Internship and Seminar II (3)

Continued opportunities for practical applications of administrative techniques in a setting related to the candidate's professional aspirations. The internship is under the supervision of a High Point University faculty member with the program and a licensed public school administrator. A minimum of 150 hours of fieldwork is required. To receive credit for enrollment in EDU 591, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 591a until all requirements are met. *Prerequisites: EDU 590, Departmental approval prior to enrollment, and completion of at least 12 graduate hours.*

EDU 591a Internship and Seminar II Continuation (0)

Required fee course registration for a student who needs additional time to complete EDU 591.

EDU 592 Clinical Internship in Special Education (3)

Opportunities of practical applications of the legal, programmatic, and instructional issues relevant to the field of special education. The internship is under the supervision of a High Point University faculty member and a licensed public school program facilitator in special education. A minimum of 150 hours in the field is required. To receive credit for enrollment in EDU 592, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 592a until all requirements are met. *Prerequisites: Departmental approval prior to enrollment and completion of at least 12 graduate hours. Additional Required Fee: \$100.*

EDU 592a Clinical Internship in Special Education I Continuation (0)

Required fee course registration for a student who needs additional time to complete EDU 592.

EDU 593 Clinical Internship in Special Education (3)

Continued opportunities of practical applications of the legal, programmatic, and instructional issues relevant to the field of special education. The internship is under the supervision of a High Point University faculty member and a licensed public school program facilitator in special education. A minimum of 150 hours in the field is required. To receive credit for enrollment in EDU 593, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 593a until all requirements are met. *Prerequisites: EDU 592, Departmental approval prior to enrollment, and completion of at least 12 graduate hours.*

EDU 593a Clinical Internship in Special Education I Continuation (0)

Required fee course registration for a student who needs additional time to complete EDU 593.

EDU 594 Supervised Practicum in Literacy Instruction (3)

A culminating, supervised semester long literacy practicum in the teacher's classroom. The purpose of the course is to provide each teacher with the opportunity, at the beginning of the semester to establish classroom conditions that support student learning through the systematic and purposeful integration of the instructional, assessment and organizational strategies introduced during the program of study. Theories, materials, and strategies introduced during the program are applied in the classroom. Teachers are supervised and attend seven seminars focused on supporting each teacher's efforts to effectively implement classroom literacy instruction and assessment. *Co-Requisite: EDU 503: Methods of Education Research.*

EDU 595 Product of Learning (3)

Through collaboration with a faculty member, development of a creative project that relates to elementary education, grades K-5. The project must demonstrate the candidate's professional ability to develop and implement curriculum. This is a non-thesis project, which should include a multimedia presentation to graduate faculty and candidates. An alternative product focuses on developing and submitting the portfolio required for National Board Certification. This is the first required enrollment for credit, if pursuing the degree under the product of learning plan. To receive credit for enrollment in EDU 595, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 595a until all requirements are met. *Prerequisites: Departmental approval prior to enrollment and completion of at least 12 graduate hours.*

EDU 595a Product of Learning Continuation (0)

Required fee course registration for a student who needs additional time to complete EDU 595.

EDU 596 Product of Learning (3)

Through collaboration with a faculty member, development of a creative project that relates to elementary education, grades K-5. The project must demonstrate the candidate's professional ability to develop and implement curriculum. This is a non-thesis project, which should include a multimedia presentation to graduate faculty and candidates. An alternative product focuses on developing and submitting the portfolio required for National Board Certification. This is the second required enrollment for credit, if pursuing the degree under the product of learning plan. To receive credit for enrollment in EDU 596, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 596a until all requirements are met. *Prerequisites: Departmental approval prior to enrollment and completion of at least 12 graduate hours.*

EDU 596a Product of Learning Continuation (0)

Required fee course registration for a student who needs additional time to complete product of learning requirements. *Prerequisites: EDU 595 and EDU 596.*

EDU598 Thesis (3)

Through collaboration with a faculty member, development and fulfillment of an organized research study relative to an issue in elementary or special education. Upon completion of the study, the student will defend the research in an oral presentation to the graduate faculty and candidates. This is the first required enrollment for credit, if pursuing the degree under the thesis plan. To receive credit for enrollment in EDU 598, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 598a until all requirements are met. *Prerequisites: Departmental approval prior to enrollment and completion of at least 12 graduate hours.*

EDU 598a Thesis Continuation (0)

Required fee course registration for a student who needs additional time to complete EDU 598.

EDU 599 Thesis (3)

Through collaboration with a faculty member, development and fulfillment of an organized research study relative to an issue in elementary or special education. Upon completion of the study, the student will defend the research in an oral presentation to the graduate faculty and candidates. This is the second required enrollment for credit, if pursuing the degree under the thesis plan. To receive credit for enrollment in EDU 599, a student must satisfy all School of Education requirements for the course. Students who need additional time to fulfill course requirements must register for EDU 599a until all requirements are met. *Prerequisites: EDU 598, Departmental approval prior to enrollment, and completion of at least 12 graduate hours.*

EDU 599a Thesis Continuation (0)

Required fee course registration for a student who needs additional time to complete thesis requirements. *Prerequisites: EDU 598 and EDU 599.*